

SECOND EDITION

ON POINT

READING AND
CRITICAL-THINKING
SKILLS

SAMPLER

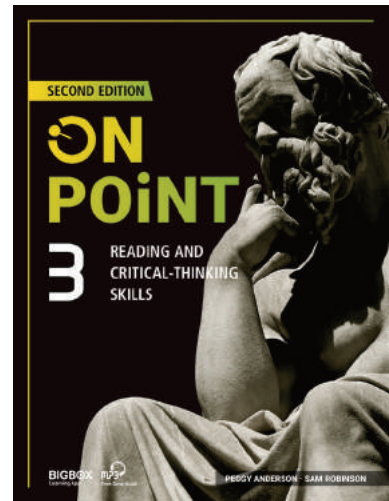
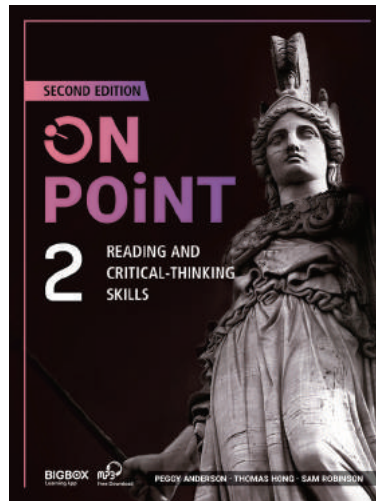
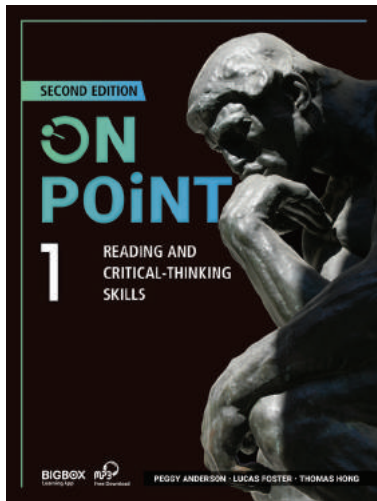
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PEGGY ANDERSON · LUCAS FOSTER · THOMAS HONG



NEW FEATURES OF SECOND EDITION



LEVEL **C1 – C1+** Advanced

- 🔍 Updated readings on several academic subjects and current issues
- 🔍 Extensive reading comprehension questions
- 🔍 Academic Word List (AWL)-based words and exercises to build academic vocabulary
- 🔍 Engaging activities to build specific reading and thinking skills
- 🔍 Margin questions and footnote definitions to aid reading comprehension
- 🔍 Guided writing tasks related to each topic
- 🔍 Interactive app for supplemental learning

Supplementary Material

<https://www.classboxenglish.com>



Digital Materials



ORGANIZED AND DETAILED TEACHER'S MATERIALS

- ★ Updated unit flow to better prepare and test students on the unit topic

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ON POINT 1 On Point 2nd Edition 1 Teacher's Guide

UNIT 1 DIFFERENCES THAT DON'T DIVIDE

LESSON 1

OBJECTIVES

Students engage in purposeful reading.

Students identify the author's purpose.

Students read and analyze the text to identify the author's purpose.

TITLE PAGE (5th Edition) Page 1

Read the passage for the title page. Ask questions to engage the class.

What is the author's purpose for this passage?

What kinds of information are provided in a title page?

What information do you have about the author's purpose?

What, if any, connections do you see between the author's purpose and the text?

RECURRING THEMES (5th Edition) Page 7

Students analyze the text to identify the author's purpose.

Students identify the author's purpose for the text.

Students identify the author's purpose for the text.

Students identify the author's purpose for the text.

- ★ New detailed Teacher's Guide to help new and experienced teachers alike lead a potential overwhelming class

DEEP DIVE INTO CURRENT CULTURAL & SOCIETAL ISSUES

- ★ New topics to better reflect the issues that are currently at the forefront of English news

DIFFERENCES THAT DON'T DIVIDE

Practice the skills while reading.

Tristan and Hannah are as different as two people could be. Tristan loves football, but Hannah hates sports. Hannah loves technology. On the other hand, Tristan doesn't know the first thing about computers. He's from a large family with four brothers and sisters. She's an only child. Thanks to meeting Tristan, Hannah was self-sufficient to graduate. However, she now has more support than Tristan. The list of differences between them goes on and on. Yet, somehow they've been married for three years. With a little in common, how did they manage to make a connection and **remain** it for so long?

Unlikely relationships like theirs are an **oddity**. Most people assume that successful couples have more similarities than differences. That's the conventional wisdom. **having** lots in common with a partner should make life easier. After all, interactions will probably be smoother and less complicated if the partners share a similar point of view.

However, research shows that this might not be the case. A Columbia University study found that some couples are just too much alike for their own good. Over three years, researchers studied 121 men and women and found that couples with the most similar personalities had some of the most marital problems. In many ways, being too alike in common is no guarantee of a successful marriage. Relationships between very different people have other advantages as well. **different** people can bring different perspectives to the table. **different** people can bring different strengths to the table. **different** people can bring different skills to the table. For instance, someone with an **analytical** talent can make up for a partner's weakness. In turn, the outgoing partner can learn to enjoy more time alone.

The causes of attraction between very different people may go even deeper. A study by Rutgers University revealed a **psychological** reason for attraction between some opposites. In the study, Dr. Helen Fisher surveyed research on the subject of attraction and learned that levels of certain hormones are linked with specific personality characteristics. Individuals with high levels of testosterone tend to be **competitive** and **analytical**. They often are attracted to—and attract—other opposites, who are **introverted** and **nurturing**. Individuals with high levels of the hormone estrogen, on the other hand, may be more curious or flexible personality types tend to be attracted to people like themselves. In addition, research from the University of Pennsylvania showed evidence that people are more likely to form a match. The study suggests that people can have differences in **MBTI**, a part of our DNA that plays an essential role in protecting the brain from disease and can attract to those about 10% compatible others from their own. **different** MBTI compositions give partners a genetic advantage when having children since their offspring will benefit from a diversified genetic pool that can protect them from various diseases.

As with everything in life, there's no one answer to finding love. Like Tristan and Hannah, people with very different upbringing, personalities, and interests can have long-lasting relationships. Their connection, not to mention their happiness and overall good genes, may even benefit them in the long run. But in the end, all of the research that's been done really just makes us people looking for a perfect match. So don't search exclusively for partners who are similar to or different from yourself. Leave your options open and allow yourself to be surprised by what you find.

psychological related to the functioning of the body
analytical related to the use of reasoning
competitive used to describe someone who is competitive
introverted the quality of being shy or reserved
genetic the study of genes and their inheritance
introverted a person who is shy or reserved
analytical a person who is logical and uses reasoning
nurturing a person who is caring and helpful

- ★ Revised popular passages to reflect updated scientific knowledge and recent current events

READING & CRITICAL-THINKING FOR WRITING AND COMPREHENSION

- ★ Expansion of proficiency test-style questions for improved test preparation

FOCUS ON CONTENT

1. Choose the best answer.

1. According to paragraph 1, what is true about Tristan?

a. He dislikes sports.
b. He is an only child.
c. He's outspoken in groups.
d. He's been married for years.

2. According to paragraph 3, what did the study at Columbia University find?

a. Couples with different personalities can flourish against each other.
b. Couples with different personalities can cope with life's problems better.
c. Couples with similar personalities are more likely to have weak relationships.
d. Couples with similar personalities are more likely to have successful marriages.

3. According to paragraph 4, what is NOT true about attraction?

a. Individuals with high levels of hormones are likely to be attracted to their opposites.
b. Analytical individuals tend to be attracted to competitive personality types.
c. Individuals with average levels of hormones are likely to be attracted to each other.
d. Individuals who are curious or flexible tend to be more attracted to people with average hormone levels.

4. According to paragraph 5, how does genetics affect attraction?

a. People are attracted to individuals who have similar MBTI compositions.
b. Pairing individuals with differing genes is likely to cause harmful mutations.
c. Couples with similar gene pools are more likely to be unhappy.
d. People are less attracted to individuals who are unrelated.

5. According to paragraph 6, why have women evolved to prefer partners who are genetically different?

a. To minimize the chances of health problems in their children.
b. To increase the possibility of access to their relationships.
c. To avoid partners who are too competitive and analytical.
d. To select partners who have higher levels of testosterone.

CRITICAL-THINKING SKILL

Detecting the Author's Purpose

Read the excerpts. Evaluate them with a partner and answer the questions.

1. Tristan and Hannah are as different as two people could be. Tristan loves football, but Hannah hates sports. Hannah loves technology. On the other hand, Tristan doesn't know the first thing about computers. He's from a large family with four brothers and sisters. She's an only child. Prior to meeting Tristan, Hannah was self-sufficient to graduate. However, she now has more support than Tristan. The list of differences between them goes on and on. Yet, somehow they've been married for three years.

PURPOSE Circle the purpose. Then underline the sentence that most clearly illustrates the purpose.

a. To entertain b. To compare and contrast c. To persuade d. To teach

CONNECTION Write a short summary of the author's purpose.

2. A study by Rutgers University revealed a psychological reason for attraction between some opposites. In the study, Dr. Helen Fisher surveyed research on the subject of attraction and learned that levels of certain hormones are linked with specific personality characteristics. Individuals with high levels of testosterone tend to be competitive and analytical. They often are attracted to—and attract—other opposites, who are introverted and nurturing individuals with high levels of the hormone estrogen.

PURPOSE Circle the purpose. Then underline the sentence that most clearly illustrates the purpose.

a. To entertain b. To compare and contrast c. To persuade d. To inform

CONNECTION Write a short summary of the author's purpose.

IDEAS IN ACTION

Talk about the questions with a partner.

1. How would you describe your personality?

2. Do you think the information in the readings applies to you? Why or why not?

3. Describe your ideal partner. Is it or is it similar to you or different?

SHARING YOUR OPINION

Write a paragraph about whether you think opposites attract and include the reasons for your opinion.

- ★ Improved organization of Critical Thinking sections to assist in the nurturing of Critical Thinking skills

HOW TO USE

UNIT OVERVIEW



SUBJECT

Reading topics are chosen for their relevance to students in the real world and are organized by academic subject.

WARM-UP

A short activity gives students an opportunity to predict the content of the passage to follow.

BEFORE YOU READ

Pre-reading exercises activate prior knowledge and relate the topic to students' own lives.

VOCABULARY PREVIEW

Paraphrased sentences from the reading passage present a preview of key academic target words from the Academic Word List (AWL) in context.

BEFORE YOU READ

Rank the statements from 1 (most important to you) to 6 (least important to you). Discuss your rankings with a partner.

- ___ Is honest with me
- ___ Has a background similar to mine
- ___ Shares my interests
- ___ Always helps me when needed
- ___ Can be trusted with a secret
- ___ Has access to things I do not.

VOCABULARY PREVIEW

Read the sentence. Circle the word(s) closest in meaning to the word(s) in bold.

1. People **seek** friends who have excellent qualities.
a. suggest b. trust c. look for
2. The way people choose friends is more **complex** than many might think.
a. complicated b. serious c. surprising
3. It's **obvious** that people tend to be friends with the people nearest them.
a. silly b. clear c. common
4. People are more **inclined** to talk with people who are closer to them.
a. likely b. expected c. required
5. **Residents** of the same floor are more likely to become friends.
a. neighbors b. communities c. locals
6. The students were given seats **randomly** in the classroom.
a. strictly b. in pairs c. by chance
7. Rhesus macaques are friendlier with monkeys that have a higher social **status**.
a. position b. ability c. group
8. The **hypothesis** states that people are friendlier with people they see as socially significant.
a. argument b. theory c. topic

READING & CRITICAL-THINKING SKILLS

Reading and critical-thinking skills for each unit are previewed at the start of each lesson.

GUIDING QUESTIONS

Questions in the margins help students monitor their comprehension of the structure and content of the passage.

MAIN READING

An engaging reading educates students on an academic topic of high interest.

HOW DO WE CHOOSE OUR FRIENDS?

Practice the skills while reading.

READING SKILLS
Summarizing
A summary states the main point of a passage or work. Summarizing can help you focus and remember the most important information.

CRITICAL THINKING SKILLS
Understanding Key Terms
Terms are key words that are usually meaningful in context. This skill is important to identify key terms and understand the writer's definition of the terms.

Paragraph 1 and summarize the main idea.

Paragraph 2 and underline the main idea of the text.

Paragraph 3 and underline the main idea of the text.

Paragraph 4 and underline the main idea of the text.

Paragraph 5 and underline the main idea of the text.

show that we find it easier to **empathize** with those we see as similar to ourselves. One theory is that empathy developed as a side effect of our natural preference for those who share our DNA—our relatives.

Self-interest is also a key factor in how we form friendships. Evolutionary psychologists suggest that the behavior of our closest relatives—other primates—is much like our own. Thus, they look to non-human primates for clues to explain human thinking. Other primates also form warm, long-lasting relationships with individuals to whom they are not related. Primates tend to live in groups of about thirty. They do two things: a lot **cultivate** friendships to **groom** each other and fight over food and mates. They especially tend to groom other members of a higher social status, who are more likely to be helpful in a fight. In a study titled "The Altruism Hypothesis for Human Friendship," two psychologists present evidence that suggests human relationships are formed in a similar way to those among rhesus monkeys. The authors looked at how people formed their friends on a social networking site. While social status didn't make people tend to **highlight** with the friends who in fact created meaningful relationships to them, it did make, like the macaque, we sometimes **needed**. And the more a friend cares, the more likely they are to help us in a conflict.

Of course, this is a pretty cold and incomplete view of friendship. Research helps explain how and why we make friends, but not how we sustain those friendships. Meeting by accident, having a few things in common, and helping someone who will back you up in a fight isn't enough to make a friendship last for a lifetime. We many do. But even if the measure appear less than **noble**, our feelings for those friends remain **genuine**. The ways they make our lives better remain real. Consider one list finding from friendship research: sharing even one close friend can make you much happier than having none. And you have 2.25, that's even better.

Paragraph 6 and underline the main idea of the text.

Paragraph 7 and underline the main idea of the text.

Paragraph 8 and underline the main idea of the text.

Paragraph 9 and underline the main idea of the text.

Paragraph 10 and underline the main idea of the text.

Paragraph 11 and underline the main idea of the text.

FOCUS ON CONTENT

1. Choose the best answer.

Paragraph 1 1. According to paragraph 1, what is the Dunbar number?
a. The number of close friends that people have.
b. The number of social-media contacts that people have.
c. The number of friends that people make in a lifetime.
d. The number of friends and acquaintances that people have.

Paragraph 2 2. According to paragraph 2, which is NOT true about the German researchers?
a. They began by sitting students together at random.
b. They asked about the students' friendships a year later.
c. They confirmed that proximity is important in friendship.
d. They concluded that students prefer sitting with people they know.

Paragraph 3 3. According to paragraph 3, what is stated about homophily?
a. It increases as proximity increases.
b. There is evidence for it in brain activity.
c. It may prevent people from showing empathy.
d. Scientists believe that it runs in families.

Paragraph 4 4. According to paragraph 4, why do both macaques and humans cultivate friends?
a. To prevent future violent conflict.
b. To improve their social positions.
c. To get help against their enemies.
d. To demonstrate how much they care.

Paragraph 5 5. According to paragraph 5, the author states all of the following about friendships EXCEPT _____.
a. That our understanding of them is not complete.
b. That we usually form them for socially good reasons.
c. That research fails to show how we maintain them.
d. That having just one improves your life significantly.

2. Choose the best answer.

Paragraph 10 1. In line 10, the word combination is closest in meaning to _____.
a. absence
b. example
c. try
d. mix

Paragraph 11 2. Which statement best restates the highlighted sentence in the passage?
a. People value others who value them.
b. Social status doesn't affect friendships.
c. Friendships are more important than social status.
d. People rank friends higher if they have high social status.

Paragraph 12 3. In paragraph 3, why does the author say, "this is a pretty cold and incomplete view of friendship"?
a. To explain that the research lacks emotional understanding.
b. To imply that much more research needs to be done.
c. To claim that the studies are based on questionable data.
d. To argue that friendship cannot be studied scientifically.

Paragraph 13 4. In line 23, the word they refers to _____.
a. friends
b. primates
c. psychologists
d. macaques

Paragraph 14 5. What can be inferred from paragraph 2?
a. Luck plays a role in whom we become friends with.
b. Neighbors are more likely to become friends than co-workers are.
c. Many friendships formed during college do not last long.
d. We tend to like people more if we don't see them too often.

FOCUS ON CONTENT

Questions of various types help students assess their comprehension of the reading's key details, vocabulary, purpose, and more.

HOW TO USE

MAPPING IDEAS

Read the statements that summarize the passage. Then put the answers in the correct order to complete the graphic organizer.

HOW DO WE CHOOSE OUR FRIENDS?				
PARAGRAPH 1	PARAGRAPH 2	PARAGRAPH 3	PARAGRAPH 4	PARAGRAPH 5
1. _____	2. _____	3. _____	4. _____	5. _____

STATEMENTS

- However, this is a cold view of friendship and lacks an understanding of how friendship is maintained.
- In addition, we more easily build friendships with people who are like us.
- Researchers also believe that we look for friends who will help us in a conflict.
- Most of us have a small number of friends, and our reasons for choosing them are surprising.
- Studies have found that we're more likely to become friends with someone in our immediate area.

VOCABULARY REVIEW

Fill in the blanks with the correct word from the box. Change the form if needed.

inclined	randomly	empathize	hypothesis
genuine	complex	obvious	resident

- When the fire alarm went off, the _____ of the apartment building quickly began moving to the exits.
- Salespeople are trained to smile and be helpful, but their friendliness isn't really _____.
- If you have to explain a(n) _____ subject, try to use simple language and clear examples.
- Charles Darwin developed the _____ that species evolve through random changes in genes.
- Jackie's extremely upset about losing her phone, and I can _____ because I lost mine a year ago.
- One _____ solution to your financial problems is to find a better-paying job.
- Few people are _____ to eat outdoors in such chilly, wet weather.
- The students were _____ given a topic to discuss for the next class.

MAPPING IDEAS

Graphic organizers help students gain familiarity with note-taking and common text organizations.

VOCABULARY REVIEW

A fill-in-the-blank exercise reinforces the target AWL and other challenging vocabulary learned in the reading.

CRITICAL-THINKING SKILL

Easy-to-understand lessons introduce the fundamentals of critical thinking, from recognizing and assessing arguments to understanding premises and conclusions.

IDEAS IN ACTION

The reading serves as the takeoff point for discussion and gives students the opportunity to talk about the reading in relation to their own lives.

SHARING YOUR OPINION

A writing prompt gives students the opportunity to use the skills they learned to communicate in written form. Free downloadable worksheets that outline how to respond to the prompt are available for teachers and students.

CRITICAL-THINKING SKILL

Understanding Key Terms

Key terms in a passage might have more than one possible meaning that can only be determined from the context. Identifying key terms and understanding their definitions is important when analyzing a reading. This will prevent the reader from being misled or confused.

1 Find the author's definition in the reading and complete the chart.

Key Term	Author's Definition
proximity	Things which are nearby, in our 1 _____, schools, or at work.
similarity	Things we have in common such as age, sex, race, class, physical traits, and 2 _____.
self-interest	The more likely a person is to defend us in a(n) 3 _____.
relatives	Those who share our 4 _____.

2 Read the excerpt. Then check (✓) the sentence that uses the underlined word in the same way.

One famous US study from 1950 looked at residents of a two-story apartment building and found that people who lived on the same floor developed closer friendships than those who lived on different floors:

- _____ a. To hear the professor better, I had to move closer to the front of the room.
 _____ b. My best friend moved into the same apartment as mine so we could be closer.
 _____ c. I'm getting closer with my lab partner, so I'm sure she'll let me borrow today's notes.
 _____ d. I think the idea that we befriend people who can benefit us is closer to the truth than we like to admit.

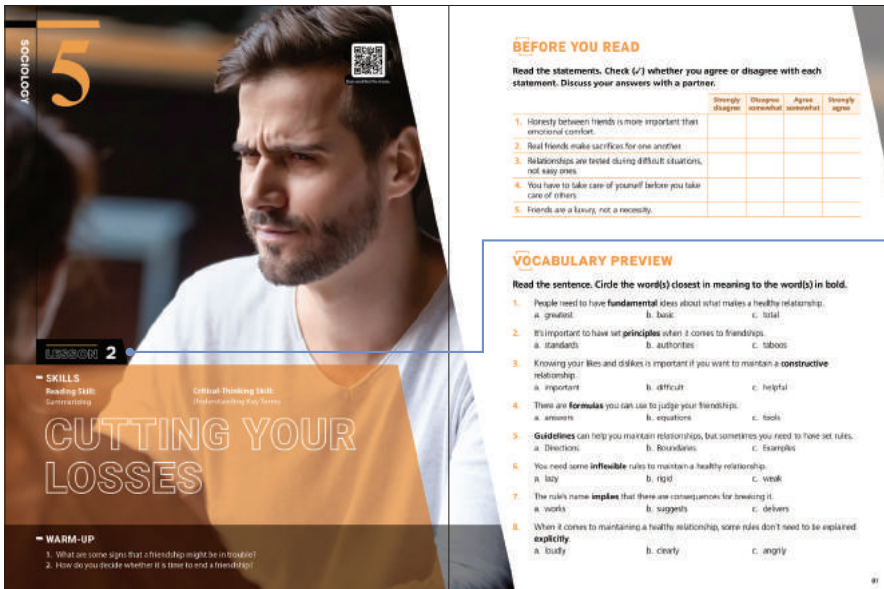
IDEAS IN ACTION

Talk about the questions with a partner.

- Why do you think people need friends?
- What do you like most about your closest friends?
- Do you think the information in the reading applies to your friendships? Why or why not?

SHARING YOUR OPINION

Write a paragraph about the conditions necessary for a real, long-lasting friendship.

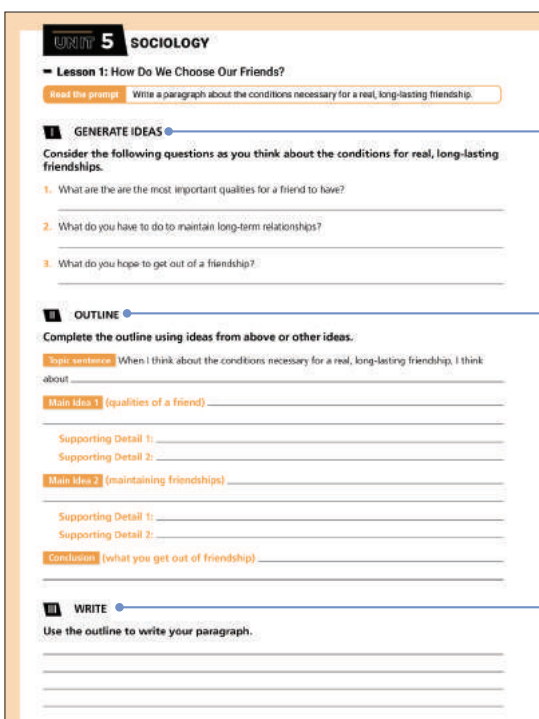


LESSON 2

A second, carefully leveled reading presents a different perspective on the same topic.

DOWNLOADABLE RESOURCES

Get the most out of *On Point, Second Edition* with our free supplemental resources. Visit www.compasspub.com/OnPoint2e1 for downloadable word lists, progress tests, teacher's guides, and writing worksheets.



GENERATE IDEAS

A scaffolded idea-generation exercise enables students to build on the arguments they developed in the Sharing Your Opinion section of the lesson.

OUTLINE

An outline exercise allows students to create a rough structure for the short writing exercise that follows.

WRITE

A writing exercise gives students freer practice using the vocabulary and ideas they learned in the lesson.

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LESSON 1

— SKILLS

Reading Skill:

Setting a Purpose for Reading

Critical-Thinking Skill:

Detecting the Author's Purpose

DIFFERENCES THAT DON'T DIVIDE

— WARM-UP

1. Do you believe that opposites attract?
2. What are some advantages of knowing people who are very different from you?

DIFFERENCES THAT DON'T DIVIDE

02



Practice the skills while reading.

READING SKILL

Setting a Purpose for Reading

Set a goal before reading, such as reading for enjoyment, learning technical information, seeing a new point of view, or learning about a subject.

CRITICAL-THINKING SKILL

Detecting the Author's Purpose

Authors write for many reasons: to inform, persuade, entertain, etc. Knowing the author's purpose helps you think critically about the reading.



Read the title and paragraph 1 and circle your purpose for reading the rest of the article.

- For enjoyment
- To learn about a subject
- To see a new point of view



Read paragraphs 2 and 3 and discuss the author's purpose for writing about opposites.

Tristan and Hannah are as different as two people could be. Tristan loves football, but Hannah hates sports. Hannah loves technology. On the other hand, Tristan doesn't know the first thing about computers. He's from a large family with four brothers and sisters. She's an only child. **Prior to** meeting Tristan, Hannah was soft-spoken in groups. However, she's now far more outspoken than Tristan. The list of differences between them goes on and on. Yet, somehow, they've been married for fifteen years. With so little in common, how did they manage to make a connection and **retain** it for so long?

Unlikely relationships like theirs are kind of **curious**. Most people assume that successful couples have more similarities than differences. That is the **conventional** wisdom: having a lot in common with a partner should make life easier. After all, **interactions** will produce less conflict and unhappiness if the partners share a similar point of view.

However, research shows that this might not be the case. A Columbia University study found that some couples are just too much alike for their own good. Over three years, researchers studied 732 men and women and found that couples with the most similar personalities had some of the weakest relationships. In surveys about levels of closeness, commitment, and overall happiness, those couples scored low. Clearly, having a lot in common is no guarantee of a successful marriage. Relationships between very different people have other advantages as well. In his study of couples, Robert Levenson of the University of California showed that different personalities could balance against each other and give couples different ways to see issues and cope with life's difficulties. For instance, someone with an **outgoing**¹ nature can make up for a partner's shyness. In turn, the outgoing partner can learn to enjoy more time alone.

The causes of attraction between very different people may go even deeper. A study

¹ **outgoing** *adj.* friendly and socially confident

Read paragraph 4 and underline two adjectives describing people with high testosterone.



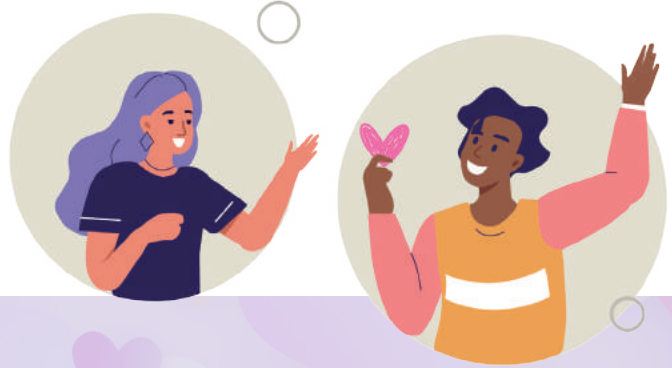
Read paragraph 5 and then circle the author's purpose.
a. To explain how genetics affects attraction
b. To explain why inbreeding is harmful
c. To explain why people have a particular smell



at Rutgers University revealed a **physiological**² reason for attraction between some
25 opposites. In the study, Dr. Helen Fisher reviewed research on the subject of attraction and
learned that levels of certain hormones are linked with specific personality characteristics.
Individuals with high levels of testosterone tend to be competitive and **analytical**³.
They often are attracted to—and attract—their opposites, who are **introspective**⁴ and
nurturing⁵ individuals with high levels of the hormone estrogen. On the other hand,
30 people with more curious or flexible personality types tend to be attracted to people
like themselves. In addition, people who are less anxious and more social are attracted
to others of the same personality type. These two groups tend to have average levels of
testosterone and estrogen. **Ultimately**, it seems that opposites do attract among certain
personality types, but not all.

35 **Genetics**⁶ may also explain why opposites sometimes attract. A University of New Mexico
study suggests that our genes strongly influence our choice of partners. The study found
that a woman's unhappiness in a relationship is linked to her partner's genes being too
closely matched to her own. This preference may have developed to avoid the dangers
that come with **inbreeding**⁷, which can cause harmful **mutations**⁸ and decreased overall
40 health. In addition, researchers at the Université Paris Diderot **compiled** evidence that
people use smell to sense whether a partner is a match. The study suggests that people
can sense differences in MHC (a part of our DNA that plays an essential role in protecting
the body from disease) and are more attracted to those whose MHC composition differs
from their own. Differing MHC compositions give partners a genetic advantage when
45 having children since their offspring will benefit from a diversified gene pool that can
protect **them** from various diseases.

As with everything in life, there's no one approach to finding love. Like Tristan and Hannah,
people with very different upbringings, personalities, and interests can have long-lasting
relationships. Their characters, not to mention their hormones and diversified gene pool,
50 may even benefit them in the long run. But in the end,
all of this research doesn't really offer much advice for
people looking for a perfect match. So don't search
exclusively for partners whom you **perceive** as
similar to or different from yourself. Leave your
55 options open and allow yourself to be surprised
by what you find.



- ² **physiological** *adj.* related to the functioning of the body
- ³ **analytical** *adj.* related to the use of reasoning
- ⁴ **introspective** *adj.* quiet and thoughtful
- ⁵ **nurturing** *adj.* helping someone or something grow or develop
- ⁶ **genetics** *n.* the study of genes in plants and animals
- ⁷ **inbreeding** *n.* producing children from closely related individuals
- ⁸ **mutation** *n.* an error or change in a gene

FOCUS ON CONTENT

1 Choose the best answer.

SEARCHING
FOR DETAILS

1. According to paragraph 1, what is true about Tristan?
 - a. He dislikes sports.
 - b. He is an only child.
 - c. He's outspoken in groups.
 - d. He's been married for years.

2. According to paragraph 3, what did the study at Columbia University find?
 - a. Couples with different personalities can balance against each other.
 - b. Couples with different personalities can cope with life's problems better.
 - c. Couples with similar personalities are more likely to have weak relationships.
 - d. Couples with similar personalities are more likely to have successful marriages.

3. According to paragraph 4, what is NOT true about attraction?
 - a. Individuals with high levels of hormones are likely to be attracted to their opposite.
 - b. Analytical individuals tend to be attracted to competitive personality types.
 - c. Individuals with average levels of hormones are likely to be attracted to each other.
 - d. Individuals who are curious or flexible tend to be more attracted to people with average hormone levels.

4. According to paragraph 5, how does genetics affect attraction?
 - a. People are attracted to individuals who have similar MHC compositions.
 - b. Pairing individuals with differing genes is likely to cause harmful mutations.
 - c. Couples with similar gene pools are more likely to be unhappy.
 - d. People are less attracted to individuals who are unhealthy.

5. According to paragraph 5, why have women evolved to prefer partners who are genetically different?
 - a. To minimize the chances of health problems in their children
 - b. To increase the possibility of success in their relationships
 - c. To avoid partners who are too competitive and analytical
 - d. To select partners who have higher levels of testosterone

2 Choose the best answer.

UNDERSTANDING CONTENT

1. In line 8, the word *curious* is closest in meaning to _____.
 - a. puzzling
 - b. rare
 - c. mistaken
 - d. questioning
2. Which statement best restates the highlighted sentence in the passage?
 - a. Couples with similar personalities can balance out individual flaws.
 - b. Couples with similar personalities typically have an unhealthy relationship.
 - c. Couples with dissimilar personalities may be able to cope better with hardships.
 - d. Couples with dissimilar personalities are more likely to have arguments.

IDENTIFYING PURPOSE

3. In paragraph 1, why does the author mention that Tristan is from a large family?
 - a. To introduce the idea that family background affects attraction
 - b. To show that not all people are attracted to their opposite
 - c. To give an example of how he differs from his wife
 - d. To explain why he was attracted to Hannah

UNDERSTANDING REFERENCES

4. In line 46, the word *them* refers to _____.
 - a. genes
 - b. children
 - c. partners
 - d. MHC compositions

INFERRING INFORMATION

5. In paragraph 5, what can be inferred about genes?
 - a. They determine whether someone has MHC or not.
 - b. They should be tested before two people have children.
 - c. They cause different diseases in men and women.
 - d. They can affect how a person smells.

MAPPING IDEAS

Find the four correct main ideas and match them to the graphic organizer.

DIFFERENCES THAT DON'T DIVIDE		
MAIN IDEA / THESIS		
1. _____		
POINT 1	POINT 2	POINT 3
2. _____	3. _____	4. _____

- Couples with differing gene pools are more likely to produce healthy children.
- People with similar personalities tend to have weaker relationships with less commitment, closeness, and overall happiness.
- People are more likely to be attracted to someone with a similar MHC composition.
- Unlikely relationships between individuals with different personalities have many advantages.
- Individuals who are competitive and analytical are attracted to introspective and nurturing types.
- Attraction is often influenced by hormones that can pull people to certain personality types.

VOCABULARY REVIEW

Fill in the blanks with the correct words from the box. Change the form if needed.

conventional	interaction	retain	compile
exclusively	perceive	analytical	outgoing

- _____ all the information into a single document and send it to my email.
- My friend who is very _____ wants to study either mathematics or physics.
- The new app will be made available _____ to users who get an invitation from an existing member.
- People with _____ personalities find it easier to be in big groups and socialize.
- Beauty is based on how you _____ it. Everyone is beautiful to someone.
- This idea is a bit too _____ for our customers. We need something more exciting!
- It's important to be polite during everyday _____ with people.
- The people must _____ their basic rights, no matter who wins the elections.

CRITICAL-THINKING SKILL

Detecting the Author's Purpose

Authors write for many reasons. Common reasons include to entertain, to inform, to explain, to teach, to persuade, and to compare and contrast. Authors can also have more than one purpose.

Read the excerpts. Evaluate them with a partner and answer the questions.

1. Tristan and Hannah are as different as two people could be. Tristan loves football, but Hannah hates sports. Hannah loves technology. On the other hand, Tristan doesn't know the first thing about computers. He's from a large family with four brothers and sisters. She's an only child. Prior to meeting Tristan, Hannah was soft-spoken in groups. However, she's now far more outspoken than Tristan. The list of differences between them goes on and on. Yet, somehow, they've been married for fifteen years.

PURPOSE Circle the purpose. Then underline the sentence that most clearly illustrates the purpose.

- a. To entertain b. To compare and contrast c. To persuade d. To teach

SUMMARIZE Write a short summary of the author's purpose.

2. A study at Rutgers University revealed a psychological reason for attraction between some opposites. In the study, Dr. Helen Fisher reviewed research on the subject of attraction and learned that levels of certain hormones are linked with specific personality characteristics. Individuals with high levels of testosterone tend to be competitive and analytical. They often are attracted to—and attract—their opposites, who are introspective and nurturing individuals with high levels of the hormone estrogen.

PURPOSE Circle the purpose. Then underline the sentence that most clearly illustrates the purpose.

- a. To entertain b. To compare and contrast c. To persuade d. To inform

SUMMARIZE Write a short summary of the author's purpose.

IDEAS IN ACTION

Talk about the questions with a partner.

1. How would you describe your personality?
2. Do you think the information in the reading applies to you? Why or why not?
3. Describe your ideal partner. Is he or she similar to you or different?

SHARING YOUR OPINION

Write a paragraph about whether you think opposites attract and include the reasons for your opinion.

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2



LESSON 1

— SKILLS

Reading Skill:
Setting a Purpose for Reading

Critical-Thinking Skill:
Detecting the Author's Purpose

SPORT OR ART?

— WARM-UP

1. Which sports do you think are the most enjoyable to watch? Why?
2. Have you ever felt strong emotions while playing or watching sports? Explain.

BEFORE YOU READ

Read the statements. Check (✓) whether you agree or disagree with each statement. Discuss your answers with a partner.

	Strongly disagree	Disagree somewhat	Agree somewhat	Strongly agree
1. I enjoy watching Olympic competitions.				
2. Everyone should play at least one sport while growing up.				
3. Figure skating is more like dancing than a sport.				
4. Being a great athlete is about more than physical ability.				
5. Sports are a good way to learn about teamwork.				

VOCABULARY PREVIEW

Read the sentences. Circle the words closest in meaning to the words in bold.

- Thrilling music **accompanies** Olympic figure skating routines.
 - goes with
 - distracts from
 - comes after
- A **panel** of judges determines the skaters' scores.
 - supervisor
 - committee
 - opinion
- The **domain** of sports includes more than just athletic ability.
 - power
 - area
 - appeal
- Art and sports actually **overlap** in some ways.
 - are competitive
 - are unnecessary
 - are similar
- The scoring for the event **ranges** from zero to ten.
 - varies
 - begins
 - displays
- There are **arbitrary** factors in all sports, such as a bad call by an umpire.
 - fair
 - precise
 - inconsistent
- Beauty is not outside the **scope** of sports.
 - possibility
 - field
 - background
- Do you think figure skating should be **categorized** as a sport?
 - labeled
 - rejected
 - improved

SPORT OR ART?



Practice the skills while reading.

READING SKILL

Setting a Purpose for Reading

Set a goal before reading, such as reading for enjoyment, learning technical information, seeing a new point of view, or learning about a subject.

CRITICAL-THINKING SKILL

Detecting the Author's Purpose

Authors write for many reasons: to inform, persuade, entertain, etc. Knowing the author's purpose helps you think critically about the reading.



Read the title and paragraph 1 and circle your purpose for reading the rest of the article.

- For enjoyment
- To learn about a subject
- To see a new point of view



Read paragraph 2. What was the online argument about?



Read paragraph 3 and underline four things for which Olympic skateboarders are given scores.

It's easy to understand why women's figure skating is the most popular Olympic event. Athletes perform amazing jumps and spins, **accompanied** by thrilling music. But a predictable debate happens every four years among sports fans. Some aren't happy about including figure skating in the Olympics because they believe it's more of an art than a "real" sport.

This view rests on the fact that figure skaters receive two different scores from a **panel** of judges. The technical score is based on the difficulty of the routine and whether the skater performed certain required moves correctly. The program components score depends on more subjective factors, including **choreography**¹ and "interpretation of music." That second score is the part that critics have a problem with. In 2018, a sports reporter named Edward Egros started an online argument when he tweeted that figure skating is "too **subjective**²" and lacks "quantifiable metrics to determine a winner." Other users pointed out that scores are, in fact, quantified precisely. But Egros was not convinced. According to him, figure skating requires impressive skills, but it's not a sport. He is mistaken, however. What he and other critics of Olympic figure skating are missing is the fact that the **domains** of sports and art **overlap** a great deal.

Take skateboarding, for example, which became an Olympic event for the first time in 2021. Participants are judged on a scale **ranging** from zero to ten. The criteria include not only difficulty and speed but also timing and **originality**³. Skateboarders value the creative elements of the sport so much that **many** had mixed feelings about it being added to the Games. Ian Michna, a skateboard magazine publisher, explained to NBC News, "I think as a community, people were attracted to skateboarding because it was not part of something like the Olympics. . . . It was more of an artistic activity you could

¹ **choreography** *n.* the process of designing dances for a performance

² **subjective** *adj.* influenced by someone's beliefs or feelings instead of facts

³ **originality** *n.* the quality of being interesting and different from everyone or everything else

do on your own.” But even stars like Tony Hawk have changed their minds on this point.
25 Hawk used to oppose the “sportification” of skateboarding, but he agreed to report on the event for a US TV channel, saying that he hoped more people around the world would be encouraged to take up the sport he loves.

The great Brazilian soccer player Pelé famously called his sport *o jogo bonito*, or “the beautiful game.” There are various ways to interpret this phrase. Soccer players’
30 **athleticism**⁴ can be amazing to watch; for example, Ronaldinho, another Brazilian star, became famous for his dance-like **footwork**⁵. Or maybe Pelé was referring to soccer’s ability to surprise—anything can happen at any time. Another beautiful part of the game, as one sportswriter pointed out, is how it makes fans all over the world feel like they are a part of something: “When they go to a match and add their voice to the thousands already
35 **chanting**⁶, they feel they are making a difference.”

All sports—even those that judges don’t score—include some subjective or **arbitrary** factors. A tennis **umpire**⁷ might make the wrong call. A loud fan might distract a golfer during a crucial shot. A million chance events can affect the results. Near the end of the
40 final game of the 2016 baseball World Series, the Chicago Cubs were winning by two runs and feeling confident when the other team suddenly tied the score with a home run. Then it began to rain, and the game had to stop temporarily. Thanks to this pause, a respected older Cubs player had time to address his teammates—some of whom were crying—with an inspiring speech about teamwork and determination. The Cubs went on to score two more runs and become champions. Afterward, players told reporters that their leader’s
45 well-chosen words helped ensure their victory.

In summation, it isn’t true that emotions and **aesthetics**⁸ are outside the **scope** of sports. If you ever wonder whether figure skating should be **categorized** as a
50 sport or an art form, that’s something to consider. All sports *are* art forms. They don’t just require training and skill; they also appeal to our
55 sense of beauty and inspiration.



Read paragraph 6 and circle the author's purpose.

- a. To inform
- b. To persuade
- c. To entertain

⁴ **athleticism** *n.* skill in running, jumping, throwing, and similar sports
⁵ **footwork** *n.* the way in which the feet are used in sports or dancing, especially when it involves skill
⁶ **chant** *v.* to repeat or sing a word or phrase continuously
⁷ **umpire** *n.* a person at a sports competition who makes sure that rules are obeyed and judges if certain actions are acceptable
⁸ **aesthetics** *n.* principles concerned with the nature and appreciation of beauty

FOCUS ON CONTENT

1 Choose the best answer.

SEARCHING
FOR DETAILS

1. According to paragraphs 1 and 2, which is NOT true about women's Olympic figure skating?
 - a. It is the favorite event among Olympics fans.
 - b. It includes certain moves that skaters must perform.
 - c. It is judged by both objective and subjective criteria.
 - d. It is being criticized because of its technical score.

2. Which of the following is true according to paragraph 2?
 - a. The "program components" score includes the routine's creative aspects.
 - b. A sportswriter proved that figure skating scores are quantifiable.
 - c. Edward Egros is not impressed with the skills of figure skaters.
 - d. The author agrees with Egros's opinion on figure skating.

3. Which is stated about Ian Michna in paragraph 3?
 - a. He was an Olympic skateboarder in 2021.
 - b. He has been featured in skateboarding magazines.
 - c. He described skateboarding as an artistic activity.
 - d. He worked to add skateboarding to the Olympics.

4. Which is NOT mentioned in paragraph 4 as a reason that soccer is called "the beautiful game"?
 - a. The skilled movements of the players
 - b. The relationships between teammates
 - c. The unexpected outcomes
 - d. The emotions of the fans

5. According to paragraph 5, which of the following contributed to the Cubs' win?
 - a. A bad call by an umpire
 - b. A home run late in the game
 - c. A delay due to rain
 - d. A speech by a coach

2 Choose the best answer.

UNDERSTANDING CONTENT

1. In line 24, the word *point* is closest in meaning to _____.
 - a. purpose
 - b. theme
 - c. detail
 - d. stage
2. Which statement best restates the highlighted sentence in the passage?
 - a. In the final game, the Cubs were ahead until the other team hit a home run.
 - b. Near the end of the game, the Cubs needed two more runs to tie the score.
 - c. In the final game of the series, the Cubs felt pretty sure they were going to win.
 - d. At the end of the 2016 World Series, the Cubs were tied with the other team.

IDENTIFYING PURPOSE

3. In paragraph 4, why does the author mention Ronaldinho?
 - a. To emphasize the popularity of great Brazilian soccer players
 - b. To give an example of an athlete who plays beautifully
 - c. To describe how hard athletes work to become the best
 - d. To explain why soccer fans are devoted to their favorite players

UNDERSTANDING REFERENCES

4. In line 20, the word *many* refers to _____.
 - a. athletes
 - b. elements
 - c. criteria
 - d. skateboarders

INFERRING INFORMATION

5. What can be inferred from paragraph 5?
 - a. Many Cubs players had been World Series champions before.
 - b. Cubs players took turns making speeches during the delay.
 - c. The Cubs were feeling discouraged when the rain started.
 - d. The team leader was playing his last game for the Cubs.

MAPPING IDEAS

Find the four correct main ideas and match them to the graphic organizer.

SPORT OR ART?		
MAIN IDEA / THESIS		
1. _____		
POINT 1	POINT 2	POINT 3
2. _____	3. _____	4. _____

- Skateboarding does not include creativity in its scoring system.
- Figure skaters' performances are often judged unfairly by fans.
- Even more traditional sports like baseball include emotional elements.
- Most skateboarders do not wish their activity to be considered a sport.
- Soccer is both a competitive game and beautiful because of the players and fans.
- It's wrong to think that certain sports aren't "real" sports just because they're partly subjective and artistic.

VOCABULARY REVIEW

Fill in the blanks with the correct words from the box. Change the form if needed.

athleticism
categorize

arbitrary
originality

range
panel

overlap
chant

- Although the film is well made, it lacks _____; the entire plot is predictable.
- The monthly rent for apartments in this building _____ from \$900 to \$1,200.
- Her music is hard to _____ because it's part pop, part rock, and part hip-hop.
- Michael Jordan was the greatest NBA player because of his _____ and a strong drive to win.
- When the president's speech was over, the excited crowd applauded and then _____ his name.
- A(n) _____ of managers will interview the different applicants and make a decision.
- A teacher and a childcare worker are not the same, but their jobs _____ in some ways.
- I don't understand why people can't drive a car until they're sixteen—that law seems so _____.

CRITICAL-THINKING SKILL

Detecting the Author's Purpose

Authors write for many reasons. Common reasons include to entertain, to inform, to explain, to teach, to persuade, and to compare and contrast. Authors can also have more than one purpose.

Read the excerpts. Evaluate them with a partner and answer the questions.

1. This view rests on the fact that figure skaters receive two different scores from a panel of judges. The technical score is based on the difficulty of the routine and whether the skater performed certain required moves correctly. The program component score depends on more subjective factors, including choreography and “interpretation of music.” That second score is the part that critics have a problem with.

PURPOSE Circle the purpose. Then underline the sentence that most clearly illustrates the purpose.

- a. To entertain b. To compare and contrast c. To persuade d. To inform

SUMMARIZE Write a short summary of the author's purpose.

2. All sports—even those that judges don't score—include some subjective or arbitrary factors. A tennis umpire might make the wrong call. A loud fan might distract a golfer during a crucial shot. A million chance events can affect the results.

PURPOSE Circle the purpose. Then underline the sentence that most clearly illustrates the purpose.

- a. To entertain b. To compare and contrast c. To persuade d. To inform

SUMMARIZE Write a short summary of the author's purpose.

IDEAS IN ACTION

Talk about the questions with a partner.

1. Besides figure skating and skateboarding, what other sports have artistic elements?
2. Do you agree with Pelé that soccer is “the beautiful game”? Is there a different sport you would describe that way?
3. Would you rather be a great athlete or a great artist? Why?

SHARING YOUR OPINION


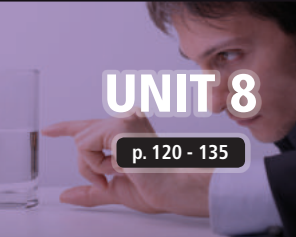



Write a paragraph expressing your opinion on whether sports and art overlap.

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LESSON 1

— SKILLS

Reading Skill:
Making Predictions

Critical-Thinking Skill:
Detecting Arguments

EARLY ADOPTERS FALL INTO A COSTLY TRAP

— WARM-UP

1. Do you think it is worth it to buy the latest technologies when they are released? Why or why not?
2. What are some things you consider when buying a new device?

BEFORE YOU READ

Rank the features you consider when purchasing a new product from 1 (most important to you) to 6 (least important to you). Discuss your rankings with a partner.

- _____ Design
- _____ Brand
- _____ Exclusivity (limited edition, etc.)
- _____ New features
- _____ Cost
- _____ Available accessories

VOCABULARY PREVIEW

Read the sentences. Circle the words closest in meaning to the words in bold.

1. People **underestimate** the cost of buying a new device.
a. underappreciate b. overrate c. undervalue
2. Stay away from any technology that is in **uncharted** territory.
a. unsafe b. unexplored c. unavailable
3. Not buying the latest products saves you from devices that could **erode** your privacy or are doomed to fail.
a. neglect b. destroy c. ignore
4. In the early 2000s, there were two **options** for high-definition video players.
a. preferences b. opportunities c. alternatives
5. Buyers remained **neutral** and chose not to buy either product until much later.
a. positive b. uncommitted c. consistent
6. The **implications** of voice recognition technology in terms of privacy are not yet clear.
a. consequences b. errors c. presumptions
7. The **tension** between consumers and tech companies is high.
a. strain b. demand c. restraint
8. Early adopters often buy expensive gadgets with technology that has not **matured** yet.
a. developed b. experienced c. functioned

EARLY ADOPTERS FALL INTO A COSTLY TRAP



Practice the skills while reading.

READING SKILL

Making Predictions

Readers can make predictions about a text by looking for clues in the title, the introduction paragraph, and the first and last sentences in a paragraph.

CRITICAL-THINKING SKILL

Detecting Arguments

An argument is an attempt to prove that something is true. To find an argument, you must identify the premises and the conclusion that follows.



Read the title and paragraph 1 and circle what you think the passage will be about.

- a. Early adopters are wasting their money on bad products.
- b. Early adopters make things expensive for everyone.



Read paragraphs 2 and 3 and underline the part that explains how tech companies make money from early adopters.

It's undeniable: being among the first to try out a new piece of technology is cool. When you're the sole member of your social circle with the latest hot **gadget**¹, people stare in fascination, seeing you as the holder of powerful and secret knowledge—at least until the next big thing comes along. People tend to **underestimate** the costs of this temporary coolness, which they end up paying for in more ways than one. So take it from me and don't fall into the early adopter trap by joining the first wave of consumers who invest in the latest **uncharted** territory in technology. Instead, if you just wait and see, you will save money and avoid being stuck with **defective**², possibly **doomed**³ technology that could even **erode** your privacy.

- 10 Early adoption is a bad investment, to put it **bluntly**⁴. First, the earliest versions of products are not only expensive, they are the most expensive that those devices will ever be. Companies presumably charge more to recover the cost of development and production as fast as possible, and they know that there are serious tech-lovers who will pay a great deal to be early adopters. Once the revenues from early adopters' purchases are safely in their hands, they can cut the price and shift to the next marketing phase: selling the product to everyone else. This tactic is why the cost of the original iPhone dropped about \$200 only eight months after its release. Prices of gadgets most often fall shortly after release, and they are likely to continue falling. For instance, many new TV models drop significantly in price as little as ten days after hitting the market.
- 15
- 20 Furthermore, electronics rapidly **depreciate**⁵ because they become **obsolete**⁶ so quickly; the resale price of a used cell phone or laptop can drop by fifty percent within just a few months.

- ¹ **gadget** *n.* a device; a useful machine
² **defective** *adj.* not working properly
³ **doomed** *adj.* facing certain failure or death
⁴ **bluntly** *adv.* briefly and directly
⁵ **depreciate** *v.* to become lower in value
⁶ **obsolete** *adj.* outdated and no longer in use

Those who are first to leap into a new technology not only risk wasting money, they might also lose time on something that will never catch on with the general public.

25 In 2006, two competing **options** for high-definition video entered the market: HD DVDs and Blu-ray discs. Both seemed promising, and both required special devices called players, costing hundreds of US dollars. Cautious consumers decided to stay **neutral**, realizing that one or the other would probably end up dominating, and refrained from buying either product. But a few eager consumers **took a gamble**⁷, and those who
30 regrettably bought an HD DVD player quickly found themselves stuck with a virtually worthless machine. In the struggle for high-definition video dominance, Blu-ray was much more technologically advanced than HD DVD and could store up to seven times the amount of information. Sales dropped steadily for HD DVD players, and by early 2008, support for the product was discontinued entirely. Many new products face a similar fate;
35 early adopters are then stuck with pricey gadgets that do nothing but sit on their shelves **collecting dust**⁸.

Even worse, your new device might have functions that you don't know about and would likely not approve of if you did. In 2013, Amazon Echo introduced the world to a digital assistant named Alexa, who is supposed to become active only when you say
40 "her" name. However, voice-recognition technology is still imperfect. These devices often activate without users' permission and record what they hear (though this fact is not acknowledged in the packaging or marketing). The privacy **implications** remain unclear but are causing **tension** between developers and consumers. As tech reporter Adam Estes told the *Guardian* in 2019 in a discussion of digital assistants, "I hate to be **dramatic**, but I
45 don't think we're ever going to feel safe from their data-collection practices."

Early adopters do something most others are reluctant to do: buy overpriced technology before it has **matured** for the **dubious**⁹ rewards of being the first and enjoying a short-term increase in status. These **trailblazers**¹⁰ help the rest of us through their willingness to spend the extra money and work out the problems with a new product.
50 So if you know any early adopters, thank them, and then congratulate yourself on not being one of them.



Read paragraph 4 and think of reasons why a product like Alexa could be dangerous.



Read paragraph 5 and then circle the statement the author would agree with most.
a. There are no benefits to being an early adopter.
b. Early adopters help companies improve their products.



- ⁷ **take a gamble** *idiom* to take a risk
- ⁸ **collect dust** *idiom* to remain unused
- ⁹ **dubious** *adj.* of doubtful worth or quality
- ¹⁰ **trailblazer** *n.* someone who does something new that others follow; a pioneer

FOCUS ON CONTENT

1 Choose the best answer.

SEARCHING FOR DETAILS

1. According to paragraph 1, what advantage do early adopters have?
 - a. They enjoy extra privileges from the company that makes the product.
 - b. They have reduced privacy concerns because of newer technologies.
 - c. They don't end up with defective devices or doomed products.
 - d. They gain the attention of others within their social circle.

2. According to paragraph 2, what is true about newly released devices?
 - a. They are poorly designed.
 - b. They quickly decline in price.
 - c. They are marketed to everyone.
 - d. They bring in very little revenue.

3. According to paragraph 3, why did Blu-ray succeed over HD DVDs?
 - a. It was more user-friendly.
 - b. It was less expensive.
 - c. It had more storage space.
 - d. It sold to more early adopters.

4. According to paragraph 3, which is NOT true of Blu-ray and HD DVD?
 - a. Blu-ray and HD DVD appeared in the same year.
 - b. The two types of disc required different players.
 - c. Both types of disc offered high-quality video.
 - d. There are still several Blu-ray and HD DVD makers.

5. According to paragraph 4, what is true about the tech reporter Adam Estes?
 - a. He believes the tension between developers and consumers will persist.
 - b. He thinks people are being too dramatic in regard to their privacy concerns.
 - c. He believes voice-recognition technology will improve and prevent privacy leaks.
 - d. He thinks that digital assistants' functions must be limited to maintain users' privacy.

2 Choose the best answer.

UNDERSTANDING CONTENT

1. Which statement best restates the highlighted sentence in the passage?
 - a. Early adopters leap into new technologies that the general public typically cannot afford.
 - b. Early adopters enjoy new products for longer because the general public is slow to adopt.
 - c. Early adopters may waste money and time on products that won't be around very long.
 - d. Early adopters invest a lot of time and money in new products for limited benefits.
2. In line 44, the word *dramatic* is closest in meaning to _____.
 - a. exaggerated
 - b. considerable
 - c. artificial
 - d. thrilling

IDENTIFYING PURPOSE

3. In paragraph 2, why does the author mention that iPhone dropped in price eight months after launching?
 - a. To demonstrate the bargains that early adopters can get
 - b. To show that device prices take a long time to go down
 - c. To show how early adopters waste money by buying early
 - d. To explain why the first iPhone was so popular at the time

UNDERSTANDING REFERENCES

4. In line 15, the word *they* refers to _____.
 - a. tech-lovers
 - b. companies
 - c. revenues
 - d. purchases

INFERRING INFORMATION

5. What can be inferred about early adopters from paragraph 5?
 - a. They take pride in buying overpriced goods because it's helpful to others.
 - b. They see themselves as experts in technology and with new devices.
 - c. They enjoy the status given to early adopters more than the product.
 - d. They are more likely to make risky purchasing decisions than others.

MAPPING IDEAS

Read the outline and match the best predictions about the contents of the paragraphs to complete the graphic organizer.

EARLY ADOPTERS FALL INTO A COSTLY TRAP		
	TOPIC SENTENCES	PREDICTIONS
Paragraph 1	People tend to underestimate the costs of [early adoption's] temporary coolness, which they end up paying for in more ways than one.	1. _____
Paragraph 2	Early adoption is a bad investment, to put it bluntly.	2. _____
Paragraph 3	Those who are first to leap into a new technology not only risk wasting money, they might also lose time on something that will never catch on with the general public.	3. _____
Paragraph 4	Even worse, your new device might have functions that you don't know about and would likely not approve of if you did.	4. _____
<p>Conclusion: Early adopters do something most others are reluctant to do: take on overpriced technology before it has matured, for the dubious rewards of being the first and enjoying a short-term increase in status.</p>		

PREDICTIONS
<p>a. The author will describe how companies access personal information without permission.</p> <p>b. The author will describe how buying early can mean wasting money on bad products.</p> <p>c. The author will describe a product that ended up collecting dust on a shelf.</p> <p>d. The author will describe people's reasons for early adoption and its flaws.</p>

VOCABULARY REVIEW

Fill in the blanks with the correct words from the box. Change the form if needed.

erode	implication	mature	bluntly
neutral	tension	obsolete	underestimate

- The restaurant ran out of food because they _____ how many customers would show up.
- When strangers are forced together, it's normal for some _____ to develop.
- Telling lies _____ trust between friends, which may take time to rebuild.
- Even though it became _____ decades ago, Janine still likes her old typewriter.
- I'm _____ about who wins this game since I'm not a fan of either team.
- When the law was passed, many who supported it didn't understand its negative _____.
- Olivia doesn't mean to be rude; she just has a habit of saying things very _____.
- Although his early writings were a bit awkward, his writing style has _____.

CRITICAL-THINKING SKILL

Detecting Arguments

An argument is an attempt to prove that something is true. Simple arguments use one or more statements (called premises) to build a conclusion. For example:

- (1) Research shows that people who exercise daily have a lower risk of heart disease.
- (2) I want to reduce my risk of heart disease.
- (3) Therefore, I should exercise daily.

1 Read the excerpt. Evaluate it with a partner and answer the question.

Early adoption is a bad investment, to put it bluntly. [. . .] Prices of gadgets most often fall shortly after release, and they are likely to continue falling. For instance, many new TV models drop significantly in price as little as ten days after hitting the market. Furthermore, electronics rapidly depreciate because they become obsolete so quickly; the resale price of a used cell phone or laptop can drop by fifty percent within just a few months.

DETECTING ARGUMENTS

Based on the information in the excerpt, circle the most logical conclusion that could be drawn.

- a. The value of electronic devices depreciates when they're not popular.
- b. Early adopters are more likely to lose money by selling obsolete devices.
- c. It makes sense to wait before buying a "new" technological device.
- d. Shoppers refuse to buy new products because they'll soon be obsolete.

2 Write a short summary that includes two or three premises that support the conclusion you circled.

IDEAS IN ACTION

Talk about the questions with a partner.

1. How are early adopters viewed in your circle of friends?
2. Have you ever purchased a new product when it was first released? Describe the experience.
3. Describe an expensive and trendy product you want. Why do you want it so badly?

SHARING YOUR OPINION

Write a paragraph about whether you think being an early adopter is worth it or not. Give multiple reasons.

ACADEMIC WORD LIST VOCABULARY

UNIT 1

LESSON 1

compile <i>v.</i>	to collect; to build up
conventional <i>adj.</i>	traditional and ordinary; widely accepted
exclusively <i>adv.</i>	only
interaction <i>n.</i>	a situation where two or more people or things communicate with each other
perceive <i>v.</i>	to think of something in a particular way
prior to <i>adj. phr.</i>	before a particular time or event
retain <i>v.</i>	to keep or continue to have something
ultimately <i>adv.</i>	in the end; at the most basic level

LESSON 2

approach <i>n.</i>	a way of considering or doing something
committed <i>adj.</i>	loyal and willing to give your time and energy to something that you believe in
couple <i>n.</i>	two people who are married or in a romantic relationship
disposable <i>adj.</i>	intended to be thrown away after use
factor <i>n.</i>	a fact or situation that influences the result of something
mental <i>adj.</i>	relating to the mind
process <i>n.</i>	a series of actions that you take in order to achieve a result
rejection <i>n.</i>	the feeling that someone does not give you the love or attention you were expecting

UNIT 2

LESSON 1

ambiguous <i>adj.</i>	having or expressing more than one possible meaning, sometimes intentionally
coincidence <i>n.</i>	chance or luck
compensation <i>n.</i>	the payment and other benefits that an employee receives for doing their job
evolve <i>v.</i>	to change or develop gradually
facilitate <i>v.</i>	to make something possible or easier
participant <i>n.</i>	a person who takes part in or becomes involved in a particular activity
rigid <i>adj.</i>	not able to be changed
stability <i>n.</i>	the state of being firmly fixed or not likely to move or change

LESSON 2

corporate <i>adj.</i>	relating to a large company
distinction <i>n.</i>	a difference between two similar things
eventual <i>adj.</i>	happening later or at the end, especially after a lot of effort, problems, etc.
indicative <i>adj.</i>	being or relating to a sign that something exists, is true, or is likely to happen
labor <i>n.</i>	work; effort
likewise <i>adv.</i>	in the same way
mutually <i>adv.</i>	felt or done by two or more people or groups in the same way
scenario <i>n.</i>	a description of possible actions or events

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